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ABSTRACT

Written to assist the classroom teacher of limited or non-English speaking students, this manual suggests ways to teach the four components of language--listening, speaking, reading, and writing. Each component is handled in a separate section that provides theoretical background followed by suggestions for instruction that can be adapted for students of different ages and language levels. Topics covered include the active nature of listening, pronunciation and communicative competence as two aspects of speaking, and reading approaches for students who are literate in their native language compared with those who are pre-literate. The section on speaking provides a taxonomy of situations and topics to be mastered for communicative competence. The section on writing provides examples of drills for controlled compositions and guidelines for evaluating free composition, e.g., correct only those patterns taught in class. Suggestions for reading in the content areas are given, and 13 reading-related games and activities are briefly described. Additional information in the manual includes legal and philosophical considerations in bilingual education; needs of the bilingual child, tips for better inter-cultural understanding, and a checklist for evaluating cultural bias in the curriculum. (JHZ)

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TIPS AND TULIPS

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A Resource Manual for Teachers of Bilingual Students

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**Tips and Tulips:
A Resource Manual for
Teachers of Bilingual
Students**

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**Issued by:
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INTRODUCTION:

—Tips and Tulips

As the title indicates this handbook addresses the special needs of the classroom teacher in educating limited or non-English speaking students.

The legal responsibility and the Lau Remedies are included to assist districts in planning appropriate programs. Included in this section are the guidelines for student assessment and placement which are approved by the Office for Civil Rights.

The remainder of the handbook is divided into four components of language learning: listening, speaking, reading and writing. Each of these sections contains the theoretical aspect of learning along with suggestions for the beginning instruction of students whose primary language is not English. These are merely ideas and may be adapted for each student's needs, age and language level.

It is our goal to show teachers and students that bilingualism is a path to the future. These students come with eagerness and ability to learn a new language and culture. As teachers we must accept the responsibility to nurture this attitude and watch our tulips (two lips) grow.

DEFINITIONS OF TERMS

1. NATIONAL ORIGIN DESEGREGATION:

The assignment of students without regard to their national origin. "National Origin Desegregation" means providing whatever special services are necessary to insure that a student whose dominant language is not English is not limited in his or her participation in educational programs by a lack of proficiency in English.

2. DOMINANT LANGUAGE:

Dominant language means the language most relied upon for communication in the home.

3. BILINGUAL EDUCATION:

The instruction in the use of two languages, one of which is English and any other language the child brings from home to the school. The two languages are used as mediums of instruction in any or all parts of the curriculum.

4. FUNCTIONAL COMMAND:

Inability to express fundamental needs or thoughts lucidly, failure to follow directions or react appropriately and unnatural reticence in communication.

5. MINIMALLY FUNCTIONAL COMMAND:

Do not achieve at the level they might reasonably be expected to because they come from a home where English is not the dominant language.

6. ENGLISH AS A SECOND LANGUAGE (ESL):

An instructional program where English is taught as a second language. An important component of any bilingual program or may be a separate instructional program.

Bilingual Education

INSTRUCTIONAL AREA - BILINGUAL EDUCATION

A teacher needs to be sensitive to the needs of all her/his students. Our basic goals should be to improve student's self-concepts, academic achievement, and an appreciation of the many linguistic and cultural heritages.

One method of providing many of these needs is bilingual education. Bilingual education involves the use of two languages, one of which is English, as a medium of instruction. Both languages are used for the same student population. A bilingual program treats the child whose mother tongue is not English as advantaged, not disadvantaged. A model bilingual program involves the parent and the community. The goal of bilingual education is to teach English while allowing the child to learn content area in his/her first language. This permits students to progress academically and participate in the classroom.

Teachers can remove the often intense feelings of insecurity that students bring to school when they are expected to learn, study, and speak in a language that is not their own. By using bilingual activities in the classroom, a teacher is providing equal educational opportunities for students whose lack of proficiency in English does not allow them to succeed in a monolingual English curriculum. Bilingual education affirms the primary importance of English, and also recognizes that the use of the student's native tongue can help to prevent retardation in school performance while learning the English language.

EDUCATIONAL NEEDS OF THE BILINGUAL CHILD

1. The teacher needs to be aware and sensitive to the cultural values. There is a need to accept and respect dissimilar cultural values; a multi-cultural approach is appropriate.
2. See that language is accepted and that he/she may continue to use it. A child is quick to sense teacher rejection of his/her language. Help the child learn common English.
3. Help children develop healthy self-images rather than defeatist attitudes which frequently account for failure and for their holding low levels of aspiration for themselves.
4. A child needs to be able to speak and understand English before being able to read it. The need is to learn English, not to learn in English.
5. Children need to know what they see in school books. School materials need to include experiences particular to their cultural background. The children need to know what concepts the words represent.
6. Students need to be familiar with speech sounds before they can master the symbols used to represent them on the printed page, and it is all right to speak with an accent. Students need plenty of practice.
7. Children must be given opportunities to imitate adequate speech models and must be assisted to perceive and pronounce English words correctly.
8. Children need to be provided with a variety of meaningful experiences and with their English labels.
9. The teacher needs to provide the child with opportunities to hear and use English in various situations such as singing songs, choral reading, listening to stories and songs, and memorizing poems or lines from plays.
10. Develop a bond of trust and friendship, show through actions and words that you like the child, respect him/her and his/her cultural background, accept his/her language, and expect him/her to succeed in learning activities selected to meet his/her needs within the school's situation.
11. Help students gain confidence and provide an atmosphere which will encourage the child to share personal interests.
12. Reinforce the heritage of the child for positive self-identification. Do not over emphasize one language or culture over another, give all equal importance.
13. Encourage parent involvement and participation in the classroom.

14. Provide many opportunities for all students to be recognized by their peers.
15. Teachers need to be familiar with points of linguistic interferences and conflicts in sound and structure between the child's first language and English. This helps the teacher understand a number of basic difficulties encountered by students.
16. Direct experience is the chief source and means of vocabulary and concept development. The child should be given opportunity to examine, manipulate, and talk about various materials.
17. In guiding discussions, the teacher should avoid critical comments about the children's speech. We need to help children learn without destroying their interest and enthusiasm for learning.
18. Corrections should be made in a casual manner as part of the discussion or conversation in progress.
19. The teacher needs to be aware of and understand the various life styles, values, history, and contributions of various identifiable racial groups. (Multi-cultural or humanized education)
20. The teacher needs to translate knowledge and appreciation of cultural differences and similarities into attitudes, skills, and techniques which will result in favorable learning experiences for all students.
21. The school staff needs to look for ways in which positive feelings towards all people from diverse cultural groups may be reflected in instructional materials.
22. The children are ready for formal reading instruction only when they have acquired adequate oral language, vocabulary, concept development, other prerequisites of reading skills.
23. There is no one particular reading approach or single combination of approaches that will guarantee that the bilingual child will learn to read. The teacher must be knowledgeable concerning a variety of reading approaches, procedures, and methodology to enable him/her to select and utilize effectively the approach(es) that will best meet the need of the bilingual children. Also, as certain needs are met, it may be necessary to change the approach to meet other needs.
24. Teachers, administrators and other office staff should inform parents, in their language, of all services available to them and all school related activities.
25. Administrators and classroom teachers need scheduled time for home visitations. It may take more than one try to get in.
26. Parent-teacher conferences should be scheduled at the convenience of the parents.

Listening Comprehension

LISTENING COMPREHENSION ⁴

One of the most important tasks for the language learner is comprehending the spoken form of the target language. Unfortunately, it is also probably the most neglected skill in second language teaching.

Previously, listening comprehension was thought of as a passive skill in language teaching. Like other language skills, listening comprehension can no longer be regarded in this manner as it is an active interplay of guessing, approximation, expectation and idealization that occurs in typical speech situations.

The goal of listening comprehension is to be able to understand native speech at normal speed in unstructured situations. It is thus necessary to identify a range of speech situations that students are likely to encounter such as lectures, casual chats, telephone messages, TV, and radio. It is the duty of the teacher to present exercises to teach how to listen and what to listen for in these situations. At beginning levels, students must first be able to understand the language of the classroom and people they will encounter outside of the school. Advanced speakers need to learn to listen to lectures, take notes and understand native speakers.

Joan Morley has identified a general set of principles for teaching listening comprehension. Please keep in mind that listening comprehension exercises are most effective when using vocabulary and structures with which the student is familiar. Listening comprehension lessons should: ⁵

1. Have carefully stated, definite goals that fit into the overall curriculum. Both teachers and students should be aware of such goals.
2. Have careful step by step planning and progress from simple to more complex. Students must know beforehand what the assignment entails; i.e., "what to listen for, where to listen, and how to listen."
3. Require active overt student participation especially that which involves a written response to the material. In order to keep motivation and interest at high levels, provide immediate feedback.
4. Develop concentration by providing a type of urgency for remembering. This aspect comes from the lesson itself, not the teacher. One method of doing this can be done with a writing assignment before listening.
5. Stress conscious memory work. One goal is to strengthen recall in order to increase memory spans.
6. "Teach" not "test." Checking student's answers is only to provide feedback, not grade.
7. The teacher should not repeat questions and comments. If the teacher repeats too much, students may stop listening altogether. Chances are good that some students understood what was being said, even if one student didn't. Rely upon those informed students to repeat the information.

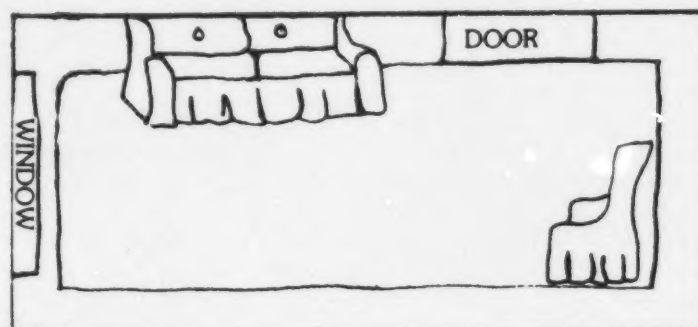
⁴ Christina Bratt Paulston, Mary Newton Bruder, *Teaching English as Second Language: Techniques & Procedures*. Winthrop Publisher, Inc.; Cambridge, Mass. 1976.

⁵ H. Joan Morley & Mary S. Lawrence. "The Use of Films in Teaching English as a Second Language." *Language Learning* 22, No. 1, June 1971: 101-3.

LISTENING ACTIVITIES

These are general ideas that may be adapted to your students' individual needs.

****1. Following Directions:** Plan activities to reinforce vocabulary or structures previously learned.



1. Draw a round table between the chair and door.
2. Draw a lamp next to the sofa.
3. Color the sofa red.
4. Put a rug in the middle of the room.
5. On the wall opposite the window draw another window.

****2. Answering Questions:** After hearing a short story based on material already learned, the teacher can ask comprehension questions over the materials. Other activities can be planned over these stories.

****3. Fill in the Blanks:** Students listen to a short paragraph and fill in blanks to comprehension questions.

EXAMPLE:

TEACHER OR TAPE: Cardinal Numbers ⁶

She is 16 years old.

1. The coat cost _____ dollars.
2. Juan bought _____ new ties.

Comprehension questions: How much did the coat cost?

****4. Commands:** The teacher gives various commands. This could be incorporated into a game of "Simon Says." For more advanced students the directions can be more complicated and involved.

****5. Maps:** Maps can be used in various activities for following directions.

****6. Following Directions:** For beginning students have a picture with oral directions as to how to color the picture.

****7. Sounds:** The students can list all the sounds they hear for a period of time. The teacher could also write them on the board and make a list of all sounds they hear.

⁶ H. Joan Morley. "Improving Aural Comprehension-Teacher's Book of Readings." (Ann Arbor: The University of Michigan Press, 1972), p. 76-77.

Speaking

SPEAKING

There are two major facets of speaking when learning a language: pronunciation and communication. These two areas will be dealt with separately at this point. Although they are closely related where speaking is concerned, the techniques for teaching pronunciation and communication are very different.⁷

PRONUNCIATION

One of the most difficult tasks in language learning is acquiring good pronunciation in the target language. The older a person is, the more difficult it becomes to achieve a native pronunciation.

Since a major goal of language learning is to communicate with speakers of the target language, considerable time must be spent on learning its sound system in order to be understood. Therefore, keep in mind the following goals and objectives which are feasible in teaching pronunciation.

1. Do not allow a student's fluency to outrun comprehensibility. It is not uncommon to hear fluent and rapid speakers we cannot understand, even though their syntax may be correct.
2. Students must understand and be understood. Speech without an accent may not be attainable or pragmatic. As long as understandable communication occurs, then accent is not a concern.
3. Comprehensibility is a subjective criterion. Recognize that it is influenced by variables such as willingness to understand, quiteness of surroundings, familiarity with speaker, etc.
4. Pronunciation practice cannot be separated from listening practice in the classroom, these two skills should be coordinated.
5. One must teach the production of a sound system that does not interfere with communication, from the listener's or the speaker's point of view. This view is a compromise between too much or too little emphasis on pronunciation.
6. A beginning student will need to concentrate on control of basic sounds (segmental phonemes), statement and question intonation and stress and rhythm patterns for simple utterances.
7. At intermediate and advanced levels, one needs to learn allophonic variants (ex.: differences between an aspirated and non-aspirated /p/), intonation patterns of complex sentences, contrastive stress patterns, and ways by which native speakers show different emotions.
8. Pronunciation is best learned by imitation. However, adult learners often benefit from specific linguistic information about sounds with which they may have difficulty.
9. Become familiar with the sound system of the students' first language. It will help you understand what sounds your students may have problems with, how their first language interferes with second language learning and how to help them overcome this interference.

COMMUNICATIVE COMPETENCE

The objective of language is communicative competence; that is, the ability to communicate in the target language. Quite often, teachers tend to equate communicative competence with linguistic interaction. However, it also requires the speakers to share the same social rules for the use of the language. One must know when, how, and to whom it is appropriate to use the linguistic forms of a language.

Nonverbal behavior is also included in communication. What may be appropriate behavior for one culture may not be for another culture. A common example of this is eye contact behavior. In Anglo culture,

⁷ Christina Bratt Paulston & Mary Newton Bruder. "Teaching English as a Second Language: Techniques and Procedures." Winthrop Publishers, Inc.; Cambridge, Mass. 1976.

direct eye contact is meant as a sign of honest dealings while in Hispanic and many other cultures, it is rude and disrespectful. It thus becomes imperative to teach social and linguistic rules. Remember, however, not to imply moral superiority of one rule over the other. Also keep in mind that it is easier to keep linguistic codes separate than to keep one's social codes separate. Often times, one is only aware of social codes *after* they have been violated. It is much easier to be bilingual than bicultural.

The goals of teaching communicative competence must be clear since the techniques and procedures follow from these goals.

1. Students must acquire a basic knowledge of linguistic forms as linguistic competence is a part of communicative competence.
2. Students need practice in using linguistic forms for social purposes: social relations, seeking and giving information, etc. Interaction activities are an important part of the curriculum at all levels.

Depending on the teaching point, there are two basic kinds of communicative interaction activities, and both should be used in the classroom.

1. Communicative Performance Activities: The purpose is merely to get across meaning. These are excellent for developing linguistic competence.
2. Communicative Competence Activities: The objective here is to relay meaning in a socially acceptable way. Usually, culturally relevant information is contained in these exercises.

All of these activities are to help the student communicate so there should be *NO* correction from the teacher during these activities. If the student asks for assistance with vocabulary, grammar or pronunciation, then provide the help. If errors are made, the teacher should write down the "worst" ones and then spend a few minutes after the lesson on these points. Especially concentrate on clearing up idiom and vocabulary confusion—point out good word choices and expressions. However, do not intimidate communication. Speaking can only be learned by doing exactly that.

PRONUNCIATION ACTIVITIES

**1. Minimal Pair (Discrimination) Drills: ⁸

Choose minimal pairs (two words exactly alike except for one sound) to illustrate pronunciation differences.

EXAMPLE: late rate
look rook
light write
lice rice

Students can either repeat the pairs or tell if they are the same or different. The next step is to introduce a third word and ask the students which two are the same:

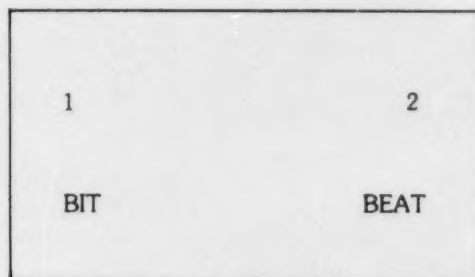
late	rate	late
look	rook	rook
light	write	light
lice	lice	rice

Minimal Pair Drills should be conducted at a fast pace and for a limited period of time as they become boring and tedious.

**2. Identification - Opposites:

The teacher pronounces an item, the student identifies which sound it has by the number of the column and then gives the contrast:

EXAMPLE:



(Black Board)

TEACHER SAYS: Beat
STUDENT SAYS: 2-Bit

TEACHER SAYS: Hit
STUDENT SAYS: 1-Heat

**3. Minimal Pairs: students are asked to choose between two "minimal pair" words in order to correctly complete a sentence. ⁹

EXAMPLE:

1. (bomb, bum) A _____ can cause much damage.
2. (mom, mum) My _____ got lost at the store.

⁸ David Holdzkom. "Ideabook. A Resource Manual for Teachers of English as a Second Language." Institute of Modern Languages. Silver Spring, Maryland. 1979. p. 13.

⁹ Walter Davison. "Sound to Speech. A Pronunciation Manual for English as a Foreign Language." (Pittsburgh: University for International Studies, n.d.) p. 7.

4. *Sound-Symbol Testing*: to test sound-symbol correspondences, the following exercises can be used.¹⁰

EXAMPLE:

Circle the letter or letter combinations that signal the /n/ sound:

1. nun

2. nut

3. design

Write the words from Column B that have same sound as the word in Column A.

1. Sun

2. column

3. design

fun
sign
sum

¹⁰ Clifford H. Prator. "Phonetics vs. Phonemics in the ESL Classroom: When is Allophonic Important." *TESL Quarterly* 5, No. 1, March 1971: p. 67.

TOPICS FOR SURVIVAL ENGLISH

The following topics will be important for students learning English. They will need this type of information in order to achieve communicative competence. Choose the topics appropriate to the grade levels your students.

1. *Introductions and Identification*

- a) Greetings, leave-takings, introductions
- b) Identification of self and others
- c) Address and age

2. *The immediate classroom*

- a) Names and location of parts of the room
- b) Names of instructional materials
- c) Identification of activities (reading, writing, etc.)
- d) The program (hours for various subject areas, activities in and out of class)
- e) Common classroom expressions

3. *The school*

- a) Location of rooms and special places in the building
- b) People in the building (names, functions, special services)
- c) Rules and regulations (fire drills, time of arrival, use of stairs)
- d) School activities such as club programs, general organization, assembly programs, newspapers, magazine.

4. *The family*

- a) Members
- b) Relationships and ages
- c) The home
 - 1) Rooms and their uses
 - 2) Furnishings
 - 3) Cleanliness (how, who)
 - 4) Safety
- d) Occupations of various members
- e) Meals (table setting, formulas)
- f) Daily health routines
- g) Clothing (including seasonal changes necessary)
- h) Recreational activities

5. *The immediate community of the school and home*

- a) Homes
- b) Non-residential buildings (offices, movies, library, etc.)
- c) Transportation facilities (directions, tickets)
- d) Communication facilities (telephone, mail, newspaper, radio, television)
- e) Consumer services (stores, banks, etc.)
- f) Local government agencies (post office, police station, firehouse)
- g) Places of recreational interest (parks, libraries, community centers, movies, theatres, outdoor cafes)
- h) Educational opportunities (for parents as well)
- i) Places of worship
- j) Formulas used in telephoning
- k) Current events

6. *The wider community*

- a) Health services
- b) Transportation and communication
- c) Government - city, state, national
- d) Nearby centers - rural and urban
- e) Current events
- f) Places of recreation

7. *Our cultural heritage (first and second culture)*

- a) Holidays
- b) Heroes and history
- c) Historical documents and speeches
- d) Songs, rhymes, proverbs
- e) Music, literature, and art forms
- f) Scientific developments

8. *Personal guidance* (This topic is treated in greater detail because of its importance to secondary school students.)

a) Social:

- 1) Recreational facilities (addresses, special features, fees or qualifications for admission)
- 2) Social relations - living together, working together, and playing together with others in the school and community
- 3) Customs:
 - a) Greetings and leave-takings (with peers, elders, children)
 - b) Foods - time for meals, types of restaurants, special types
 - c) Holidays - dates, gifts, visiting, greeting cards
 - d) Dress - seasonal, formal, informal, special occasion
 - e) Communication - letters, telegrams, telephones
 - f) Transportation - reservations, importance of arrival time
 - g) Business forms and legal practices
 - h) Courtship and marriage
 - i) Behavior patterns in various situations - social, education, vocational
 - j) Consumer education - installment buying, credit borrowing
 - k) Social amenities in different situations

b) Educational:

- 1) Opportunities for advanced study (college and university orientation)
- 2) Requirements for admission to institutions of higher learning (physical, educational, other)
- 3) Scholarships
- 4) Training for specialized careers
- 5) Adult education
- 6) Library, museum, and other facilities

c) Vocational:

- 1) Opportunities for employment after graduation (part-time employment)
- 2) Requirements for various types of employment
- 3) Means of finding employment (agencies, newspapers, governmental agencies, letters, friends, etc.)
- 4) Filling out forms such as applications for employment, social security, pension
- 5) Getting a job (dress and conduct at interview)
- 6) Holding a job (punctuality, performance, human relationships)
- 7) Labor laws, taxes, pension, rights and responsibilities
- 8) Specialized vocabulary

d) Leisure-time activities:

- 1) Community facilities
- 2) Hobbies - kinds (indoor, outdoor)
- 3) Arts, crafts, dancing sports - where to learn, cost, etc.
- 4) Private recreational facilities and clubs
- 5) Popular sports in the community or city (participant or spectator)
- 6) Club programs in schools

e) Moral and spiritual values:

- 1) Principles of human dignity
- 2) Individual rights and responsibilities
- 3) Places of worship - addresses, denominations, special language services (if these exist)

9. *Miscellaneous*

- a) Expressions of time
- b) Days of the week
- c) Months of the year
- d) Weather and safety
- e) Seasons
- f) Weights, sizes, measurements, money
- g) Formulas of courtesy, agreement, disagreement, regret, surprise, excitement, pleasure, etc.

COMMUNICATIVE COMPETENCE ACTIVITIES

1. SOCIAL FORMULAS AND DIALOGUES:

These exercises proceed from tightly controlled language use to situations where students have the opportunity to use what they have learned.

Teach sentences and phrases that students need to know for different social situations. Include possible rejoinders (answers) to accompany the phrases.

EXCUSES AND APOLOGIES (abbreviated) 11

I. Phrases

A. Formal

1. Excuse me, please
Pardon me.
I'm very sorry.
I'm sorry
I beg your pardon.

of course.
Certainly,

2. Excuse me for being late.
I'm sorry I'm late.
Excuse me for a moment please.

That's quite alright.

Think nothing of it.

{ I'm sorry I forgot to
I'm sorry I didn't }

{ call.
come.
answer your letter.
inform you. }

I'm sorry, but I must leave early.

B. Informal

1. Sorry I'm late.

Sorry I forgot to

{ call.
write.
come.
tell you. }

It's O.K.

Don't worry.
Sure.

Just a minute. I'll be right back. It's alright.

C. After students have learned the phrases, allow them to hear and practice them in dialogue.

11 Judy Kettering, "Interaction Activities." mimeographed (Pittsburgh: English Language Institute, 1974), p. 36 (in abbreviated form).

II. Dialogues

A. Formal

2. A: Miss Larson?

B: Yes?

A: Please excuse me for losing my temper in class yesterday.

B: That's quite alright. Was something troubling you?

A: Yes. I had just gotten a letter from a friend of mine and I guess I was more upset than I thought.

B. Informal

1. A: How was your vacation, Maria?

B: I had such a good time, I hated to come back.

A: Did you get my postcard?

B: Yes, thanks. And I meant to write you too but I was just so busy! I'm sorry.

A: That's O.K. I knew you probably didn't have much time.

2. A: I'm glad you're still here! Sorry I'm so late.

B: Don't worry, the bus hasn't come yet.

A: I was just walking out the door and the phone rang. It was my brother and...well, you know how my brother talks!

B: I'm surprised you aren't later!

C. After students practice the phrases in dialogues, proceed from structured to semistructured, and finally to unstructured situations.

III. Situations

A. Structured

1. A: How was your vacation?

B: Great. Hey, thanks for the postcards.

A: Sure. But I didn't get any from you!

B:

B. Semistructured

1. A: Hey, where were you last night?

B: I was waiting for you to call to tell me what the address was.

A:

B:

2. A: Why did you get so angry with me this morning?

B:

A:

B:

C. Unstructured

1. You're in class and suddenly you don't feel well.

2. You are at a friend's house for dinner. You must leave early to study for a test for the next day.

3. You told Fred you would come over to study with him last night, but you forgot. He sees you and asks you why you didn't come.

2. COMMUNITY ORIENTED TASKS:

These exercises are intended to get the student to interact with the community. This creates "real situations" in which the student can participate and also allows them to gather information that will be useful.

Hand out the assignment in class and explain the topic in general terms. The students must find out the answers outside of class and report to the class after a reasonable time.

THE BANK ¹²

1. What is a checking account? A savings account?
2. Can you take money out of a savings account at any time?
3. What is interest? What bank gives the highest interest rate in Oakland?
What is "compounding" of interest? What is the difference between interest compounded daily, monthly, quarterly, bi-annually, annually?
Which gives you the most money?
4. What does "withdrawal" mean? "Deposit?"
5. What is 24 hour banking? Does the Oakland Pittsburgh National Bank (next to the Book Center) have 24 hour banking?
6. How do you open an account?
7. If you take out a loan, do you want a high interest rate or a low interest rate? Why?
8. There are three types of checking accounts:
9. What happens if you "overdraw?"
10. What other services do banks provide besides the above?

¹² Kettering, p. 59.

3. PROBLEM SOLVING ACTIVITIES:

In these activities, students are presented with a problem and several alternatives. They have to choose a solution and in turn, defend their reasoning.

A CAMPING TRIP ¹³

You are going on a three day camping trip up in the mountains. You will carry everything you need for three days on your back. Since you are going into the mountains, it will be cold. This kind of trip is called a pack trip because you walk and carry everything you take with you on your back in a bag called a "pack." You have decided that you can't carry more than 25 pounds on your back comfortably. You made a list of things you want to take with you but they add up to more than 25 pounds. Now you have to read your list and include only the most important items. Remember they cannot add up to more than 25 pounds including the pack. Also remember that you will not see anyone for the three days and must include everything you need in order to survive.

You must come to a decision in your groups (and be sure you add up weights so that it doesn't total more than 25 pounds). You must be able also to tell why you choose each item. There is no one correct list although certain items must be included on each list. When you have finished your list, choose a representative from your group to present your list to the other groups. You may challenge or be challenged by another group to tell why you chose an item so be sure you can justify each item.

If you don't understand the meaning of any item, you may ask your instructor.

List

6 lb. sleeping bag	3 lb. extra pair of shoes
3 lb. pack	6 lb. water container (full of water)
1 lb. pillow	4 lb. camera
6 oz. small book to record what you see	6 lb. 3-day supply of food
8 oz. swimming suit	12 oz. plate, fork, knife
4 oz. dish soap	spoon
4 oz. tooth paste	12 oz. insect repellent
2 oz. tooth brush	2 lb. extra set of clothing
1 lb. pot to cook in	3 lb. fishing pole
1 lb. flashlight	6 oz. towel
1 lb. rain jacket	1 oz. matches

16 ounces = 1 pound; oz. = ounce; lb. = pound.

¹³ Kettering, p. 82.

Writing

Of the four skills, listening, speaking, reading and writing, the latter has been the most neglected. Most approaches deal with this area inefficiently, if at all.

Writing can provide variety in the classroom and can be used effectively for individualized instruction in large classrooms. Writing tends to increase retention as it also is a source for later reference. It provides students with physical evidence of their achievements and improvement is easily measured.

Visual presentation of material makes learning easier than materials presented orally. Certainly, writing is a part of visual presentation. We also know that better learning and retention occur when numerous kinds of association are made to an item. Thus, language teaching is more effective when using multiple sensory modalities.

Writing is a skill in its own right. It is a basic necessity in and out of the classroom. Even those students who feel no need to write term papers and reports will need the necessary skills to write letters, messages, etc. This type of writing is composition-writing beyond the sentence level, putting words together in a grammatically acceptable form and ordering these sentences appropriately.

At the beginning level, students need to learn three major points in the writing of compositions: 1) correct form of language on the sentence level, 2) punctuation, and, 3) content organization. On more advanced levels, students need to learn skills for writing research papers, reports, essays, etc. The following discussion will deal with composition and correct language forms.

Basically, there are two methods for teaching correct language forms in writing: 1) Free composition - the student writes whatever comes into her/his head; 2) Controlled composition - certain controls are used to help students produce a correct composition. Controlled composition has several advantages:

- 1) It is possible to teach one thing at a time while focusing student's attention on critical language patterns.
- 2) Allows for sequencing and grading patterns.
- 3) Student has maximum practice in writing correct forms of the language.
- 4) Easily corrected.

CONTROLLED COMPOSITION

Essentially, controlled composition is a written model with directions for conversions or language manipulations in rewriting the model, the degree of control lies within the model and the types of manipulation the student is required to do on the model. The following example is a substitution table composition where the fillers for each slot are interchangeable, there is complete control, and the student only needs to copy correct¹⁴. Students select a word from each line for the blank.

A (1) man (2) walked (3) down the street. A (4) girl (5) was waiting for him outside a (6) shop. As he approached her, she smiled (7) and said, "Hello, how are you?"

- (1) tall, young, well-dressed
- (2) with a beard, in a black hat, with sunglasses
- (3) rapidly, hurriedly, impatiently
- (4) pretty, fair-haired, dark-skinned
- (5) in high-heeled shoes, with an umbrella, in a pink hat
- (6) chemist's, grocer's, bicycle
- (7) pleasantly, attractively, in a friendly manner ¹⁵

The student must understand that responses under number 5 will not be appropriate to fill in number 6, for example. The degree of control is dependent on the degree of choice the student has in writing a composition.

Drills in controlled composition should proceed from mechanical, where there is complete control, to communicative, where a correct composition can only be written if the student understands what they are doing structurally and lexically. The following frame is mechanical:

¹⁴ Christina Bratt Paulston & Mary Newton Bruder. "Teaching English as a Second Language: Techniques and Procedures." Winthrop Publishers, Inc. Cambridge, Mass. 1976.

¹⁵ D.H. Spencer. "Two Types of Guided Composition Exercises." English Language Teaching XIX No. 4 (July 1965) p. 158.

Two of our old students Mr. Oladipo Mrs. Ademola My uncle David's eldest brother	went to	England Lagos Nsukka Zaria Badagry	last year. last year. two days ago. three months ago.
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All alternatives are fully interchangeable. This provides students with high success as a correct composition is written as long as they can copy carefully. They do not have to fully understand what is being written to be correct. These exercises should only be used at the beginning level. The following example becomes meaningful:

He		sea		she	did not have a car.
She	travelled by	train	because	they	could not afford an air ticket.
They		air		he	could not go there by train.
		car			knew the ships were full.
		bike			wanted to get there quickly.
		bus			did not want to pay too much money.

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The control is diminished as the correct response depends on the students' knowledge of English. The information for responding is still supplied by the teacher, but now there is a right and wrong choice for the student to make.

The final step is to have students write their own compositions; perhaps using the same patterns in the exercises, but making up their own stories.

There has to be a gradual flow from controlled composition to free composition. There is no set time when students should be composing independently, the instructor is left this decision. The suggestion is to explore ways of restructuring topics so as to graduate the control. The model supplies the content or the ideas for the composition, while there is little structural control. One such example is to provide a student with a passage and ask him/her to paraphrase it, write a summary, add a beginning, middle or end to it.

PROCEDURES

Specific procedures in teaching controlled composition vary from text to text. The steps for the basic procedures are as follows:

- 1) Teacher gives the assignment. Make sure the students understand the model and know the particular linguistic rule which will generate the specific language manipulation of the controlled composition. At beginning levels, where the students' writing merely reflects their learned oral patterns, very little explanation is necessary. At more advanced levels, many patterns are typical of written usage only, so they will probably require a brief linguistic explanation beforehand.
- 2) The students now write the assignment. It's best if students are instructed to write on standard length paper and on every other line as this facilitates correction. With controlled composition, the students should underline that part which differs from the model so the teacher can easily correct that portion. Beginning students should write in class so the teacher's help is available. Re-

¹⁶ K.W. Mody, "Controlled Composition Frames." *English Language Teaching* XIX, No. 4 (July 1965) p. 150.

¹⁷ p. 150.

member - the goal of controlled composition is to help the student acquire the habit of writing correct compositions.

- 3) Compositions are corrected. Students need feedback as soon as possible. Mistakes should be underlined and corrected by students themselves. Emphasize that they will not receive a grade for their work until corrections are made to ensure they're done.

FREE COMPOSITION

Students at all levels need time for free composition. Especially for the beginner, procedures should be established to minimize errors. Pick topics carefully. They must be topics students are interested in and know something about.

Correcting and grading free compositions certainly varies and one system is not necessarily any better than another. There is nothing more disheartening than having a composition end up covered with red marks. There are some alternatives:

- 1) The teacher can correct only those patterns previously covered in class.
- 2) The teacher can list those patterns which will be corrected at the time the assignment is given.
- 3) Correct errors on the patterns the student should know with a different color ink than corrections on patterns not yet learned.
- 4) Underline performance errors (those patterns already learned) so students can see their carelessness. Emphasize competence errors in patterns the students are expected to learn during the course. The student can later master these patterns individually.

The matter of grading free compositions should be left to each teacher. If compositions are graded, two grades should be given: one for language and style, and another for organization and content.

WRITING ACTIVITIES

CONTROLLED COMPOSITION

1. **REWRITING MODELS:** Students write a composition merely by changing questions into statements. Model: Is a foreign student an exceedingly busy person? Does he/she frequently study five and a half days a week? However, are weekends a little different? Does even the busiest student try to spend a few hours with his/her friends Saturday evening or Sunday afternoon? When such friends meet, do they often relax over a leisurely meal?

Composition: A foreign student is an exceedingly busy person. He/she frequently studies five and a half days a week. However, weekends are a little different. Even the busiest student tries to spend a few hours with his/her friends Saturday evening or Sunday afternoon. When friends meet, they often relax over a leisurely meal. ¹⁸

2. **CHRONOLOGICAL ORDER:** Give the students numbered sentences that are not in chronological order. The students are then asked to restructure the sentences in correct order.

3. **CONVERSIONS ASSIGNMENT:** Rewrite the entire passage, changing the word Father to Mother each time it appears. Remember to change the pronouns, nouns, and names whenever it becomes necessary. Model: (from Clarence Day, *Life with Father*)

Father had the same character as a boy, I suppose, that he had as a man, and he was too independent to care if people thought his name fancy. He paid no attention to the prejudices of others, except to disapprove of them. He had plenty of prejudices himself, of course, but they were his own. He was humorous and confident and level-headed, and I imagine that if any boy had tried to make fun of him for being named Clarence, Father would simply have laughed and told him he didn't know what he was talking about. ¹⁹

4. **INTEGRATION EXERCISES:** These are made by joining sentences with conjunctions and relative pronouns and appear in most texts. These examples are on the sentence level:

Cue: The suitcase is lost, and the handle of the suitcase is red.

Response: The suitcase, whose handle is red, is lost. ²⁰

SEMI-CONTROLLED COMPOSITION

DEVELOPING TOPIC SENTENCES:

1. Directions: Add three more sentences that develop the topic sentence:

1. Once I visited a village which was located...
2. The people of the village had their own district customs.

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¹⁸ Lois Robinson. "Guided Writing and Free Writing: A Text in Compositions for English as a Second Language." (New York: Harper and Row, 1967) p. 2.

¹⁹ Christina Bratt Paulston & Gerald Dystra. "Controlled Composition." (New York: Simon & Shuster, 1971).

²⁰ Earl Rand. "Constructing Sentences." (New York: Holt, Rinehart & Winston, 1969), p. 75.

²¹ William R. Slager. "Controlling Composition: Some Practical Classroom Techniques." NAFSA Studies & Papers, English Language Series, No. 12, R.B. Kaplan, ed. p. 82.

LETTER WRITING:

2. This a good letter writing exercise:

SUSAN LIGHT AND POWER COMPANY, LTD.
(Incorporated in England)

KHARTOUM

P.O. Box 86

Tel. No. 2217 (Accounts)

Tel. No. 2468 (Repairs)

Branches

Ombudsman. Tel. No. 5623

Khartoum N. Tel. No. 2723

KHARTOUM ELECTRICITY AND WATER SUPPLY

- (a) Write to the aforementioned company saying that you have been sent the bill for somebody else's house.
 - (b) Write to the aforementioned company asking whether it is or is not possible for them to run later buses between Ombudsman and Khartoum North.
 - (c) Reply to (b), agreeing to the first suggestion, but rejecting the second. Give reasons.
 - (d) Write to the aforementioned company asking about the term upon which special buses may be hired.
- Answer your own letter. ²²

BIOGRAPHICAL SKETCHES: Have the students write a biographical sketch of an imaginary author. Include some questions and other information that could guide them in writing their compositions. The students could also write a biographical sketch of another student in the classroom.

²² J.A. Bright. "English Composition Course for Oversea Students." (London: Longmans, 1962)
p. 121.

Reading

READING

There is no particular approach or single combination of approaches that will guarantee that the bilingual child will learn to read. The teacher must be knowledgeable concerning a variety of reading approaches, procedures, and methodologies to enable him/her to select and utilize effectively the approaches that will best meet the needs of the non-English speaking children. Also, as certain needs are met, it may be necessary to change the approach to meet other needs. Research studies show that there is no conclusive evidence that one approach is superior to another.

The teacher should integrate the language activities into her/his whole school program as language is the vehicle of all instruction in every aspect of the school day. Language teaching needs to be developed so as to assist the child in internalizing the language skills. The first step for all children is to increase motivation to learn in the school situation and enhance self concept. Because the students' task is so much more difficult (that is, he/she must learn to speak a second language before or while he/she learns to read it), it is hard for him/her to remain interested in his/her work. The sensitive teacher can help pave the way to success for the students.²³

"To teach the students successfully, the teacher must try to understand, and not disparage, the student's values and cultural differences. The teacher will realize that cultural differences have made this country vital and dynamic, and these differences must be appreciated, respected, and preserved."²⁴

It's important for teachers to familiarize themselves with the obstacles and problems that the learner must overcome in learning a new language. This knowledge will help the teacher to plan and guide the student to success in learning the new language.

Selection of reading texts is one important consideration in teaching reading to limited English speakers. The selections should not contain marked dialect or slang features nor old-fashioned language use. It will be difficult enough to learn to read without these types of selections.

Find out your students' interests and choose selections that have a high interest level. It is also easier to read when stories contain cultural information that reflects the world of the student. That way, the student can draw on this cultural information in the decoding process.

On more advanced levels, expose students to types of writing other than narratives and dialogues. They need practice in critical reading, explanations, directions, new reporting, histories, bibliographies, etc.

The most important consideration, however, is the level of reading difficulty. Be sure to match this with the level of proficiency of your students.

The speaker of another language who is about to learn to read English is an individual and brings to the learning task his/her unique background of abilities.

We can attempt to classify the speakers of other languages in the following categories when reading is taught in English: 1) young, preliterate student; 2) the pupil who is literate in his/her native language.

The preliterate student will need the same pre-reading activities as a native speaker. In addition, the student who speaks another language will need a carefully planned program of oral English in order to provide the background needed for learning to read English. The teaching task here is to determine the extent of the learner's background of experience, concepts, and native language development.

For the student who is literate and can read in his/her native language, the learning task is very different. He/she has learned all the necessary skills in the native language and does not have to learn to read a second time. Students now have to make new sound-symbol associations, learn new structural patterns and new meanings of words that are not equivalent in the two languages. Essentially, they must learn to apply already acquired reading skills to a new language. The problem now may be one of interference from the first language to the second one. Of course, the program should begin with oral language development before reading instruction begins.

²³ Christina Bratt Paulston & Mary Newton Bruder. *Teaching English as a Second Language: Techniques & Procedures.* (Winthrop Publisher, Inc., Cambridge, 1976. Eleanor Wall Thonis, Teaching Reading to Non-English Speakers, Collier Macmillan, New York, 1976.

²⁴ Lillie Pope. *Guidelines to Teaching Remedial Reading.* (Revised). (Book-Lab, Inc., New York, 1975).

READING IN THE CONTENT AREAS
(Math, Science, Social Studies)
FOR LIMITED ENGLISH SPEAKERS

Probably the most difficult area of reading for limited English speakers of English and even native speakers of English is content area reading. The material includes not only very new vocabulary but new concepts as well. In addition the skills entailed for reading content material are the most difficult to develop. In the intermediate grades through high school the problem of reading in the content area presents itself more clearly. Classroom teachers are confronted with the limited English speakers outside a bilingual program context and must determine how to approach the academic content of their courses.

Some suggested techniques in this area are as follows:

1. Summarize lectures and presentations prior to their formal introduction.
2. Identify book usage items i.e., location and purpose Table of Contents, Index, and Glossary.
3. Emphasize skimming techniques noting conclusions of text material.
4. When available, refer to charts, graphs, maps, and other reader symbols that are used to depict aspects of the concepts discussed.
5. Point out the text's approach in identifying the key words through italics, capitalization or underlining.
6. Define key terms in words that may facilitate comprehension.

The key to content area reading for limited English speakers lies in simplifying the reading process. Identification of techniques for this simplification will increase comprehension of new concepts and new vocabulary as well.

Source: Reading Instruction through Diagnostic Teaching, Harris Smith 1972. Holt Rinehart & Winston.

Written by: Dennis Terdy, Consultant, Illinois Resource Center. Published in Bilingual Education Service Center Newsletter, Illinois Vo. VI, No. 5.

READING ACTIVITIES

1. *Lotto*: A variety of bingo-type games can be made and played. Initial sounds, blends, or final sounds can be used, as well as whole words.
2. *Buried Words*: On the chalkboard write a series of words that contain a smaller word. EX. Wheat (eat), window (win). Pupils at their seats copy of one of these words but block out or bury the small word with a crayon. Teams are drawn up and the game begins.
3. *Words in Color*: Many pupils respond to color when learning sounds. Use color-coded flashcards when teaching letter sounds. Give pupils colored chalk when having them break up the component sounds of words on the board. Decide together with the class which colors will represent which sounds.
4. *Scrambled Eggs*: Have simple sentences written on the board in a mixed-up manner. Pupils try to unscramble them. Later on, try writing a paragraph with sentences out of order.
5. *Specialized Reading*: Materials Needed: Cans with directions on them, medicine bottles, cereal boxes (anything your students will need to read in a "specialized" area. Procedure: Many packages are printed with instructions for using the product, nutrition information or warnings. Read through some of these with students. You can explain RDA (required daily amount), "flush with water," "consult physician if condition persists," etc. Have students rewrite instructions and warnings into fuller, easily understood sentences.
6. *Illustration of Sentences*: Write a number of sentences that can be easily illustrated. Give each student a 12" x 18" paper and have them divide it into 6 parts.

Example:

The children choose six sentences and write one sentence in each box. Next, they draw a picture of each sentence and show it to the rest of the class.

7. *Word Building*: Use four wooden, plastic or cardboard cubes. Print vowels on two of the cubes and consonants on the other two. Put the cubes in a cup-type container.
 - a. Divide the group into 2 teams
 - b. Team number 1 throws the cubes onto a table
 - c. All the team members help make a word with the letters that are thrown.
 - d. The teacher or a "chief student" can write the words on the board.

Team 1	Team 2

- e. Everyone takes a turn.
- f. The team with the most words wins.
8. *Labeling*: Teach the names of all objects in the room. After the students can connect the name with the object, label all the objects so the students can see how they look in print.
9. *My Dictionary or Vocabulary Box*: These can readily be used upon the introduction of each letter that is introduced in the reading readiness phase prior to the formal reading.
10. *Grammar Rummy*: A total of 52 cards are used in this game and consist of the following: 10 cards with words that are nouns; 10 with words that are verbs; 7 with words that are phrases; 9 with words that are conjunctions; and 10 with words that are adjectives. The cards are shuffled and dealt in the following manner; 2 people—10 cards each; 3 people—7 cards each; and 4 or more—6 cards each. *The game* is played in the same manner that regular rummy is played with the sets consisting of suits of like cards. The first player to complete his/her set is the winner.

11. *Sentence Dice*: Large wooden cubes can be used to play word games. Print the words on the sides. Students can roll the dice, read the words, and then write a sentence.
12. *Reading Bag*: Fill a large shopping bag with empty packaging from familiar household goods. A child may pick up any package with a familiar word, read the word and keep the package. Go around until all the items are claimed. (The packages can also be used for sorting, matching and other activities.)
13. *Mark the Spot and More*: Make book markers in the shape of something related to the story. Make enough for all the children. Write several new words that they will encounter in the lesson on each. Encourage the students to take the markers home and retell the story to a friend, sister, brother, or parents.

Multicultural Education

CURRICULUM CHANGE: MULTI-CULTURAL EDUCATION

The assuring of equal educational opportunity to all students is an educational imperative of our time. Fundamental to providing equal educational opportunity is the need to eliminate racial, cultural, and ethnic isolation and to develop in all schools a pluralistic environment and curriculum which promotes genuine understanding and mutual respect for people of diverse backgrounds and cultures. All students should have the opportunity to grow in a school atmosphere that promotes understanding and mutual respect, produces responsible citizenship, fosters behavior based upon moral and spiritual values, prepares for meaningful careers, and creates the competence and instills the confidence for managing one's own life.

Educators must respect a pluralistic society as a significant value in our American way of life. The respect and appreciation for the diversity which the cultural and racial groups represents needs to emerge. A commitment in theory to pluralism and its significance to equal educational opportunity must be accompanied by an even greater commitment in practice.

Schools must create an atmosphere for learning which is devoid of racial prejudice, discrimination and separatism. Multi-cultural education promotes the understanding and respect which is derived from an educational experience that promotes cultural pluralism.

Multi-cultural education provides equality of educational opportunity in the preparation of minority and majority students to make positive contributions toward a cohesive and pluralistic society. Preparing students to live and work in such a society requires multi-cultural education, a process which provides a quality education. Multi-cultural education provides minority students with an opportunity to view their heritage and prevent majority discrimination by giving majority students knowledge about the contributions of others. Students learn to accept the equal worth of all individuals and groups regardless of their ethnic, racial, or cultural background. It negates assimilation and separatism as goals. It recognizes the wholeness of the society based on the unique strength of each of its parts.

Multi-cultural education suggests that ethnic diversity and cultural pluralism are essential ingredients and unceasing characteristics of American education. Their essentiality in educational experiences is paramount because the demands of living effectively as functional citizens in a pluralistic society dictates that students learn to know and appreciate different ethnic groups and their life styles.

This means acquiring accurate knowledge and developing positive attitudes about a variety of different ethnic groups, their histories, cultural heritages, life styles, and value systems. It means accepting the right of different ethnic groups to exist; understanding the validity and viability of ethnic groups' life styles as functional cultural entities; maximizing individuals' abilities to function in their own ethnic communities and others as well; and promoting the preservation of ethnic and cultural differences as a means of maintaining the richness and greatness of American society. Multi-cultural education can help all students, minority and majority, meet these objectives.

The present curriculum needs to be changed or modified to allow for students to study a wide variety of different kinds of racial and ethnic groups. This will allow for the awareness of the complexity and saliency of ethnicity in the lives of individuals and groups.

Multi-cultural education will help majority students correct their misconceptions of ethnic and racial myths and stereotypes by providing accurate information on the histories, lives, and cultures of racial minority groups. This will also help us understand ourselves.

We are all members of some ethnic or racial group. Yet we do not know and understand the facts about how racial experiences affect our behavior towards members of the dominant or any other group. More importantly we do not know how our concept of self identity is affected by our experiences with members of other groups. Multi-cultural education can thus serve both to confirm one's own ethnicity and human worth, and to validate other ethnic and racial groups' life styles.

RECOMMENDATIONS FOR A QUALITY EDUCATION

To eradicate the influence of all racism, prejudice, and inequality in education is a lot to ask for. It is unrealistic to assume it can be eliminated in a short period of time.

People need to be made aware of their attitudes and learn techniques and behaviors to change them. Then educational innovations will play a meaningful role. Effective professional development should be provided for all personnel. The focus should be on helping the staff members to clarify and analyze their feelings, attitudes, and perceptions toward other ethnic and racial groups. Staff needs to increase their historical knowledge and characteristics of American racial groups. Educators need to increase their instructional skills within a multi-cultural school and improve skills in the development of materials and curriculum as it

relates to ethnic pluralism. This will help educators to be prepared to fulfill their responsibilities in education. To be fully prepared educators need to focus on self understanding through the examination of beliefs, values, and attitudes.

Educators need to take some of the responsibility for some of the situations our classrooms are in. They need to stop asking for a step-by-step manual for the use in working with minority and majority students. An effort has to be made by all individuals in the school and community setting. We need to see classroom behavior as a continuum and reflection of our beliefs and instruction.

The administration can also do much to enhance the multi-cultural setting in the school and community. Principals and superintendents of schools may be able to play key roles in facilitating and supporting teachers' efforts to change the way they manage race relations in the class. Administrators can help directly by freeing teachers from some daily assignments and allocating funds for training programs. Moreover, they can help establish a professional atmosphere that encourages teachers to get extra training, that supports their later efforts to try out new ideas with their youngsters, and that encourages sharing of these ideas with peers in informal discussions. If the principal sets a positive and firm tone, much resistance to desegregation from teachers, students, and even the community is likely to be stifled. It is imperative for administrators to meet with teachers of newly desegregated classrooms to help prepare them, and perhaps to prepare their classes, for this new educational experience.

The following recommendations should be taken into consideration in every classroom by all teachers.²⁵

1. Humanize the curriculum.
2. Relate personal experiences and interests of the children to the curriculum. Personalize curriculum.
3. Encourage cooperative group work.
4. Arrange the classroom so that it permits maximum adult and child contact. A classroom with learning centers permit some children to work alone, thus enabling the teacher to work with small groups or individually with children who need personal contact.
5. Be sensitive to the child's feelings, needs and be child-centered.
6. Use personalized reward which make your relationship with the child closer.
7. Introduce other heritage materials into the curriculum.
8. Ask the parents' help. This is a good way to involve them actively in the educational process.
9. Make educational materials available to parents so they can instruct their children at home.

A detail description of a variety of teaching strategies found to be useful in working with different ethnic and racial groups is presented in the book *The Educational Needs of Minority Groups* by Alfredo Castaneda, Richard James, and Webster Robbins.

ADMINISTRATIVE ROLE

1. Staff selection criteria.
 - a. Personal, humanistic, professionally skilled.
 - b. Culturally skilled.
2. Topics for inservices.
 - a. Attitudes of social classes.
 - b. Awareness of cultural factors.
 - c. Culture in the curriculum.
 - d. Acquiring and using materials.
 - e. Resource people.

²⁵ Robert L. Green. "Interaction and Teaching Alternatives in Desegregated Classroom." *Racial Crisis In American Education*, c. 1969. p. 121.

TIPS & HINTS FOR BETTER INTER-CULTURAL UNDERSTANDING

1. Avoid racial and religious jokes. Such jokes are a subtle way to reinforce prejudice.
2. Avoid unnecessary labels. Using designations such as "You People," "You Folks" etc., creates an atmosphere of separation. If designation must be used, select those that show a oneness.
3. Read multi-cultural materials for an increased awareness and understanding of our multi-ethnic society.
4. Be consistent in praise and criticism.
5. Teach children that there is no racial monopoly on ability, nor is any one group all bad or all good.
6. Avoid blanket indictments. There are good and bad, clean and dirty, prejudiced and liberal, ignorant and educated people in every group. Every person should be judged on his or her own individual merits and qualifications.
7. Handle all racial and religious name calling in a forceful meaningful way.
8. Take advantage of any opportunities available to you in increasing your knowledge of working with persons of all races and economic levels.
9. Speak as if members of all groups are present at all times.
10. Expose children to a wide variety of multi-cultural literature.

DON'Ts For Multi-Cultural Understanding ²⁶

1. Don't rely on elementary school textbooks, teachers' guides, and brief essays to become informed on minorities. Research and resources will be needed.
2. Don't use ignorance as an excuse for not having any insight into the problems and culture of Blacks, Chicanos, Native Americans, Puerto Ricans, Asian Americans, and other minorities.
3. Don't rely on the "expert" judgment of *one minority* person for the answer to all complicated racial and social problems of his/her people. For example, Blacks, Mexicans, Indians, and Puerto Ricans hold various political views on all issues.
4. Don't assume that you have all the answers for solving the other person's problems. It is almost impossible for an outsider to be an expert on the culture of another group.
5. Don't assume that all minority group children are culturally deprived.
6. Don't develop a fatalistic attitude about the progress of minority group pupils.
7. Don't desegregate publics through tracking ability-grouping gimmicks.
8. Don't give up when minority group pupils seem to hate school.
9. Don't assume that minorities are the only pupils who should have multi-cultural instructional materials. Children in the mainstream can be culturally deprived in terms of their knowledge and understanding of other people and their own heritage.
10. Don't go around asking parents and children personal questions in the name of research.
11. Don't try to be cool by using the vernacular of a particular racial group.
12. Don't make minority children feel ashamed of their language, dress, or traditions.

Prepared by the Office of Publications and Information, Lincoln Public Schools, Lincoln, Nebraska.

²⁶ Martha E. Dawson. "Am I Ready?" Children and Intercultural Education. Association for Childhood Education International, Part III, 1974. pp 52-54.

ACTIVITIES FOR MULTI-CULTURAL EDUCATION

1. There is or has been a committee created to devise ways to integrate information about American ethnic groups into all of the courses in the school, including social studies, language arts, literature, physical education, home economics, science and the arts.
2. There is a facilitator serving as liaison person at the building who meets on call with the district facilitator and together forms a leadership network to improve multi-cultural education.
3. Bulletin boards, and other displays in the school, through non-stereotype pictures reflect the ethnic diversity of American life.
4. The calendars in the schools include information about ethnic holidays and outstanding Americans of ethnic origin.
5. School assemblies and plays reflect the ethnic diversity of American life.
6. Teachers and administrators avail themselves of in-service workshops and activities where they can acquire information about American ethnic cultures and ways to teach about them.
7. The school's professional library includes books about American multi-cultural groups and ways to teach about them.
8. The school's library includes:
 - a. an ample number of acceptable books about American ethnic and cultural groups for all reading levels,
 - b. an ample number of books reflecting in illustrations and narrative the pluralism of our society,
 - c. ethnic magazines or literature,
 - d. films, filmstrips, records and other multimedia resources which reflect the ethnic diversity of American life.The above are often used in the classroom.
9. Individuals from the various ethnic organizations within the community are frequently invited to speak to classes and in school assemblies.
10. School holidays and celebrations reflect the cultural and religious diversity of American life.

A CHECKLIST FOR DESEGREGATION IN THE CURRICULUM

CURRICULUM

	YES	NO
1. In the music curriculum, is sustained attention given to the contribution of ethnic minority people?	_____	_____
2. Does history instruction acknowledge the crucial contributions of ethnic minorities in building the American economy?	_____	_____
3. Do reading materials contain straight-forward portrayals of racism in economic life and education?	_____	_____
4. Do students spend as much time studying Caesar Chavez and William Lloyd Garrison, say as Jefferson Davis and Will Rogers?	_____	_____
5. In studying the Mexican-American war (1846-1848), is major attention given to the responsibility of the United States government for provoking the war?	_____	_____
6. Is the cooperation of black and white during Reconstruction after the Civil War presented in a positive light?	_____	_____
7. Does social studies classroom discussion ever center on racial discrimination as exemplified by lynching, school segregation, and exclusion from voting?	_____	_____
8. Is substantial classroom attention devoted to ways in which minority people in the United States have built their own institutions?	_____	_____
9. In discussions of religion in American life, do students have a chance to learn about ethnic minority beliefs in religion?	_____	_____
10. Do all children in the school have an opportunity to read poems, short stories, and autobiographies by ethnic minorities?	_____	_____
11. Do all children have a chance to study how the "whiteness" of many communities is maintained?	_____	_____
12. Do all children learn about a representative range of minority leaders such as W.E.B. DuBois, Joseph Montoya, Pancho Gonzales, Martin Luther King and Tecumseh?	_____	_____
13. Are contrasts made between the situation of ethnic minorities of American and that of the European ethnic immigrants?	_____	_____
14. Are children brought to various kinds of neighborhoods in the city, to learn how "other" people live?	_____	_____
15. Do all children have a chance to see newspapers and magazines that are published by, and which features news about minority people?	_____	_____
16. Do class projects ever involve studying the local minority community, for example, by interviewing elderly minority residents?	_____	_____
17. Are opportunities regularly made available in the classroom for children to "show and tell" about ethnic difference, including hair care, food, clothing, and music?	_____	_____

A Checklist for Desegregating the Curriculum, continued

CURRICULUM

YES

NO

18. Is guided attention given to distinctive contributions to American culture by ethnic minority people (e.g., the spirituals)?

19. Do children learn about the struggle for human rights elsewhere in the world and during earlier periods of history?

20. Do children learn that many important problems (such as war and peace) are common to people across the ethnic lines?

Source: Integrated Education Associates, 343 South Dearborn Street, Chicago.
Title: "Your School's Desegregation—How Real?"